



Preschool Assessment Manual

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Arizona Early Childhood Assessment System Guidance Manual

Introduction

Assessment is the process of gathering information about children from several forms of evidence, then organizing and interpreting that information. Assessment is the basic process of finding out what the children in our classroom, individually and as a group, know and can do in relation to their optimum development and to the goals of the program. With that knowledge of those children, we can plan appropriate curriculum and effective instructional strategies to help them develop and learn, monitoring their progress along the way. (McAfee, O., Leong, D.J., & Bodrova, 2004, p.3)

More than ever, early childhood educators are thinking about standards, curriculum and assessment in the context of providing quality programs and services for young children. The Arizona Early Childhood Assessment System was developed to promote best practices that meet rigorous professional standards in order to improve programs to benefit children and families.

Although the Arizona Department of Education (ADE) has required or recommended that appropriate assessment methods and instruments be utilized in various early childhood programs administered by ADE, two significant and concurrent reasons necessitated that ADE recently reexamine and reform assessment requirements for early childhood education programs.

First, in order to meet new requirements in the 2004 reauthorization of the Individuals with Disabilities Education Improvement Act, commonly known as IDEA, the Office of Special Education in the U.S. Department of Education identified specific outcome indicator data that all states must now annually report for all preschool children receiving special education services funded by IDEA. These required outcome indicators include three skill and behavior areas: (1) positive social and emotional skills; (2) acquisition and use of knowledge and skills, which includes early language and communication and early literacy; and (3) use of appropriate behaviors to meet the child's needs.

Second, the Department was informed by the publisher of Pre-K Success™ that the company was phasing out its support of this assessment instrument. Pre-K Success™ was the assessment used by the State Early Childhood Block Grant and State Family Literacy and Title 1 Even Start Programs since 1999. The Department concluded that another assessment would be identified for those programs.

Considering the upcoming changes, the Department convened an Early Childhood Assessment Work Group in 2005 to define best practices for early

childhood assessment in Arizona. The Work Group summarized their findings by recommending three purposes for assessment of young children: (1) assessments are used to make sound decisions about teaching and to promote children's development and learning; (2) assessments are used to identify children who might benefit from health and /or special services; and (3) assessments are used to meet goals for children and improve programs and services by monitoring trends and evaluating effectiveness.

The Work Group referenced the national literature and determined that best practices for monitoring progress and measuring outcome indicators is best accomplished by observing and documenting children's behavior while they are active and engaged in their preschool program routine.

The Work Group also endorsed using the same assessment system across all preschool programs administered by ADE's Early Childhood Education Office, rather than using one instrument or system for special education, and another for other preschool programs. Based on the group's recommendations, the Department issued a Request For Proposal (RFP) for appropriate, comprehensive, valid and reliable assessments for progress monitoring and measuring outcome indicators in preschool children ages three years to kindergarten entry in any or all early childhood programs administered by ADE. Four instruments were approved by the Arizona State Board of Education for use in the Early Childhood Assessment System.

Assessment results are reported to ADE using the Student Accountability and Information System (SAIS), which is used in every school district throughout Arizona. SAIS is an automated data collection and reporting system that will greatly enhance the ability to evaluate programs, identify trends and document the benefits of investment in early childhood programs in Arizona.

It is ultimately the responsibility of the Public Education Agency (PEA) to ensure assessment data is successfully submitted for the district and on behalf of any collaborating partners.

The *Arizona Early Childhood Assessment System Guidance Manual* is intended as a resource for all system users and contains information on system recommendations and requirements.

Assessments

Early Childhood experts recognize there is no perfect assessment tool, but are in agreement on some common elements to quality assessment practices. In reviewing the RFP, the Early Childhood Evaluation Team considered assessments that were reliable and valid, free of bias, and developmentally appropriate.

Arizona Early Childhood assessment system includes two different assessment methods:

1. On-going progress monitoring assessments
2. Standardized assessments

All PEAs are required to select and implement an on-going progress monitoring tool for the purpose of guiding instruction and reporting to the state.

Only Title 1 Even Start and State Family Literacy Programs are required to submit data from two additional standardized assessment tools to report outcomes to the U.S. Dept. of Education.

On-going Progress Monitoring Assessment

Four on-going progress monitoring assessments were identified as being appropriate while maintaining the definition of developmentally appropriate assessment for young children. All selected instruments are well designed for all Arizona's children including English language learners, children with special needs, and children from diverse cultural backgrounds.

School districts/charters must choose an on-going progress monitoring assessment tool if they operate any of the following early childhood programs:

- Early Childhood Special Education (Part B, Section 619)
- Early Childhood Block Grant Preschool (A.R.S. 15-1521)
- Title 1 Even Start Program/State Family Literacy Program (A.R.S. 15-191.01)

School districts/charters must choose an on-going progress monitoring assessment from the four approved tools listed below:

- Child Observation Record (High/Scope Educational Research Foundation)
- Creative Curriculum Developmental Continuum (Teaching Strategies)
- Galileo Plus (Assessment Technology Inc.)
- Work Sampling System (Pearson Learning Group)

See Appendix B for a description and contact information for each tool.

Standardized Assessment

Standardized student assessment tools are utilized by Title 1 Even Start/State Family Literacy across the state to obtain reliable, valid, and consistent information related to program specific progress toward federal and state performance indicators. Title 1 Even Start/State Family Literacy requires the use of two additional assessments for Federal compliance. The PALS-PreK assessment reflects skills that are predictive of future reading success. The PPVT-III measures receptive vocabulary for standard English and acts a

screening test for verbal ability. See the Arizona Family Literacy Policy Manual for additional information.

Step 1: Creating a Local Assessment System

Implementing an assessment system is not a task that can be done in isolation. It will require PEA Early Childhood Education Programs to meet and dialogue about what is going to work best for the PEA, individual programs, and any collaborating partners. In many cases the PEA will need to work with a collaborative partner such as a local Head Start or a private childcare center. In some cases therapists will need to work with families to obtain information. Building relationships within the Early Childhood Community of a PEA will help to ensure that the assessment process is completed efficiently and reflects the developmental level of the individual students.

The district/charter stakeholders should create a local assessment policy or system to ensure that assessment data is efficiently entered into SAIS through purchased software for their Student Management System (SMS) or the web-based SAIS Online.

Stakeholders to be included are the program coordinators of preschool programs, teachers collecting the assessment data, and SAIS coordinator/data entry operators. In addition, collaborative partners or related service personnel may be responsible for the collection of the data. A written plan is recommended to clearly outline the process that the district/charter will use to implement the assessment system.

The following are examples of issues that may need to be addressed by your ECE team as part of your local ECE assessment policy:

- How will staff be trained on the use of the assessment tool?
- On what date will the information collected on individual children be analyzed and summarized?
- Who is responsible for analyzing and summarizing data?
- Who is responsible for entering data into the SMS or SAIS-Online?
- When does the SAIS coordinator/data entry specialist need to receive the information in order to get it into the SMS or SAIS online?
- Who is responsible for ensuring the SAIS coordinator/data entry specialist has sufficient program – specific information to enter students into the SMS/ SAIS Online system?
- Who will collect the data?
- What are important data entry dates for assessments?
- Do you have partners that will need CTDS numbers?
- What dates does SAIS shut down for regular integrity checks?

- If the student only receives itinerant services who is responsible for data collection?
- Does our district or charter have a Title 1 Even Start/State Family Literacy program that must implement the PPVT-III or the PALS-PreK assessments?

PEAs & CTDS Codes

In order to gain access to the SAIS system and complete the required ECE transactions the PEA and each collaborating partner must have individual CTDS codess and permissions to access the ADE Common Logon System. The CTDS code is required by each entity using the Early Childhood Assessment System for tracking purposes and data collection. A CTDS code is assigned to each public education agency based on the county, type of entity (charter/district/private, etc.), and an ADE created 2 digit number for the administrative entity (district) and a 3 digit school or site number.

If it is unclear whether or not a collaborating partner has a CTDS code, contact the System Training and Response (STaR) Team at <http://www.ade.az.gov/schoolfinance/STaR/>. Click on the request for training and assistance.

They will conduct a thorough investigation to determine if a CTDS code has previously been assigned and report back to the requestor.

If a collaborating partner does not have a CTDS code, they are assigned through ADE School Finance.

Two or more codes will be assigned, one for the administrative office and one for each site. Complete the form *Adding or Changing District/Site Data in the Enterprise System Form* and check the box for NEW/ACTIVE DISTRICT. This form can be found at http://www.ade.az.gov/schoolfinance/FAQs/CTDS_District/AddChgDistSchl.pdf or in Appendix E.

Another form is required for each site operated by the administrative office. Complete the same *Adding or Changing District/Site Data in the Enterprise System Form* for each site and check the box for NEW ACTIVE SITE.

The “District Name” required on the form refers to the Administrative Office or Owner in the case of a collaborating partner. The “Site Name” reflects the individual site name. For purposes of ECE assessment the “Grade Range” should always be PreK. No CTDS code will be issued without an authorizing signature from the collaborative partner. The authorizing agent must have legal authority to enter into an agreement with ADE. For example the director or owner of a preschool. The authorizing agent should place their contact information into the “Contact” information on the form. An email confirmation with the new codes will be sent to the email address indicated on the form. Assistance in completing

these forms may be obtained by contacting ADE School Finance Office at 602-542-5695 or ADE Early Childhood Education at 602-364-1530.

Once the necessary CTDS codes are issued, the school district that is sponsoring the collaborative partner will need to complete and submit the form *Request Additions/Deletions to list for reporting students attending third party providers or Headstarts Form* at <http://www.ade.az.gov/schoolfinance/Forms/SAISOnlineRequest.pdf>. Please see appendix E for sample.

The final step is to establish Common Logon accounts for the users who will be submitting assessment data to ADE. Account requests are accepted from the district superintendent or district business manager only. The request can be sent to Enterprise@ade.az.gov and should include the district name, District CTDS code, Common Logon Account holder name, phone number, email address and indicate the need for SAIS Online to submit Early Childhood data. SAIS coordinators will be able to assist with this process.

CTDS codes for the PEA and all collaborating partners will need to be reported on ADE~ ECE grant applications and when identifying the partnership in SMS or SAIS Online.

Step 2: Choosing an Assessment Tool

Ongoing-progress monitoring

In the 2006-2007 school year, PEAs were asked to choose an on-going progress monitoring assessment tool for implementation in Prek programs. Considering that districts may choose to change assessment tools, ECE grant applications will require you to annually identify the chosen assessment.

Obtaining On-going Progress Monitoring Assessment Instruments

ADE conducted a formal procurement process to obtain a state contract and the best pricing for Arizona. These contracts are available for all school districts/charters to use. Public schools are not required to repeat a formal procurement procedure if they are a member of the State Procurement Office's Purchasing Cooperative. Public schools who choose not to be members of the cooperative will have to undergo a local procurement process to determine which of the four assessments will be purchased.

It is recommended that all ECE programs in a district/charter collaborate in choosing an assessment in order to reduce costs. PEAs are responsible for payment of training fees, instrument material costs, and any on-line subscription they choose to use. ADE policy recognizes a district's/charter's choice of on-line

system or pencil and paper versions of assessments. Either version of an assessment will allow the PEA to meet the ADE assessment requirements. The PEA should contact the vendors directly to obtain materials. (See *Appendix B* for vendor details.)

Obtaining Standardized Assessment Instruments

Title 1 Even Start and State Family Literacy Program staff should directly contact the vendor to obtain either the PALS-PreK or the Peabody Picture Vocabulary Test ~ 3rd Edition. (See Appendix B for vendor details).

STEP 3: Assessment Training

Training on implementation of assessment instruments is critical to ensure that all teachers or assessors are administering the assessment in the same way. In many cases teacher assistants or therapists will also be responsible for collecting data.

Integrity in the use of the assessment tools is important for the purposes of comparing data and compiling it for state reports. All of the on-going progress assessment tools require the collection of anecdotal notes and other forms of authentic, qualitative information. Training and professional development opportunities should focus on the skill of writing quality observations and using the on-going progress data to drive instructional practices. Implementing the Early Language and Literacy Acquisition tools requires knowledge of assessment specific implementation and administration requirements.

Please contact the vendor of each assessment tool for the training options and pricing. During training, data collection and procedures will be outlined for each of the assessments. Contact the vendor or www.ade.az.gov/earlychildhood for training dates.

STEP 4: Conducting the Assessment/Collecting Evidence

Assessment is a process and not something “done” to children. During the process, educators will collect evidence of children’s development. The forms of evidence collected may include but are not limited to:

- observational notes
- pictures of the child
- pictures or drawings done by the child
- writing samples by the child
- language samples
- tape or video recordings of the child

Please refer to the assessment tool specific guidelines for specific requirements for collection. However, efforts should be made to ensure staff are provided with tools to write, document and organize quality assessment data in ways that naturally fit into the environment and routine of the classroom.

The amount of evidence collected for each child will vary depending on the instrument, local assessment policy, and best practices.

Participation in On-going Progress Monitoring Assessment

School districts/charters must choose an on-going progress monitoring assessment if they operate any of the following early childhood programs:

- Early Childhood Special Education (IDEA Part B, Section 619)
- Early Childhood Block Grant Preschool (A.R.S. 15-1521)
- Title 1 Even Start Program/State Family Literacy Program (ESEA, TITLE 1, Part B/A.R.S. 15-191.01)

Who is assessed?

The early childhood on-going progress monitoring assessment is intended for children 3 years – K entry only. Although A.R.S. 15-1521 allows for fiscal spending in K-3rd grade, the approved assessment tools are not intended for use with these students.

All children participating in Pre-K programs benefit from an on-going progress monitoring system. Therefore, when assessing children, be sure to include typically developing children in an inclusive community preschool program, students funded with ECBG money despite their placement, and all enrolled children in a state funded ECE program where a child with an Individual Education Plan is also enrolled.

Children with an IEP must be assessed with an on-going progress monitoring assessment instrument regardless of their least restrictive environment (LRE) placement. For example: if a child with an IEP attends a Head Start program as their LRE, then the school district is responsible for ensuring data is collected for this student only. Even if a child only receives itinerant services with a therapist, this child must be assessed with the on-going progress monitoring system. The PEA is responsible for identifying a person to gather and consolidate each student's data.

When does assessment occur?

As stated in the book, Basics of Assessment by McAfee, Leong and Bodova, *“assessment is the process of gathering information about children from several forms of evidence, then organizing and interpreting that information”*.

Instructional staff begin collecting data on the child's skills in the various areas of development from the beginning of the child's enrollment. All children should be

enrolled in an early childhood program at least six weeks prior to an assessment being completed. It is best practice to allow the child to acclimate to the teacher, students and classroom environment/routines before completing any culminating assessment forms/ data summary checklist. At the end of the initial six week period, data should be aggregated for a child and submitted into the SMS or SAIS Online. This initial data input is considered their entry level baseline.

Participating in Standardized Assessment

The PPVT ~ III is a norm-referenced assessment tool designed to measure children's receptive language development. Use of tool meets federal requirements for Title 1 Even Start/State Family Literacy. The PALS-PreK assessment is administered in Title 1 Even Start and State Family Literacy programs. The purpose of this assessment is to determine children's alphabet knowledge.

Who is assessed?

The PPVT ~ III and the PALS-PreK are administered in the Title 1 Even Start and State Family Literacy Programs.

When does the assessment occur?

The PPVT~ III is conducted as both a pre-test and a post-test. Children are given the pre-test during the first month of the reporting year for continuing families and new families are assessed within one month of the family's enrollment in the local Even Start Program. The post-test is administered no earlier than May and at least 6 months after the pre-test. The PALS-PreK is conducted one time per year, during the last quarter of the reporting period (April 1-June 30th).

Refer to the Arizona Family Literacy Policy Manual for additional information on PALS PreK and PPVT ~ III assessment requirements.

Step 5: Aggregating Information

Scoring the On-going Progress Monitoring Tool

Once the evidence has been collected, the responsible parties will interpret the information and fill out the appropriate culminating form. The due dates for aggregating the evidence and filling out the checklist will be determined by the local assessment policy. Each of the assessments has a different culminating form to assist educators in organizing and summarizing data.

On-going Progress Monitoring Tool	Culminating Form
Creative Curriculum Continuum	Individual Child Profile
Child Observation Record (COR)	Child Information and Developmental Summary Form
Galileo Plus	Preschool Galileo Assessment Scales
Work Sampling System	Developmental Checklist

The PEA should follow the vendor's directions for completing the culminating forms. If using an electronic version of an assessment, the data may be summarized automatically and available electronically for use. Refer to Assessment Table 1 for specific assessment availability options.

Assessment Table 1 ~ Assessment Availability Options

Assessment	Culminating summary/checklist	Conversion to quantitative score
COR Electronic	Electronic	Electronic (Tally Sheet)
COR Paper & Pencil	Manual	Manual
COR CD Rom	Electronic	Electronic
Creative Curriculum Electronic	Electronic	Manual
Creative Curriculum Paper & Pencil	Manual	Manual
Galileo Electronic	Electronic	Electronic
Work Sampling Electronic	Electronic	Manual
Work Sampling Paper & Pencil	Manual	Manual
PPVT ~ III Paper & Pencil	Manual or Electronic calculations with purchase of ASSIST software.	Manual or Electronic calculations with purchase of ASSIST software.
PALS PreK Paper & Pencil	Manual	Manual

Once a culminating form has been completed the qualitative information needs to be converted into quantitative numbers in preparation for putting the domain scores into SMS or SAIS On-line. Each domain area will be converted to a single score. Again, if using an electronic version of an assessment, this conversion may be completed electronically and available for immediate use. Each domain score will be entered into SAIS through use of a SMS or SAIS On-line.

Some tools do not have a built-in system for converting qualitative data into a number score. ADE ECE created a tool to assist in this manual conversion. Please refer to Appendix C for conversion sheets and directions for the manual calculations.

On-going Progress Monitoring Tool	Conversion
Creative Curriculum Continuum	CC Conversion worksheet
Child Observation Record (COR)	Calculation on <i>Child Information and Developmental Summary Form</i>
Galileo Plus	Electronic calculation
Work Sampling System	WSS Conversion worksheet

Scoring Standardized Assessments

Title 1 Even Start and State Family literacy programs should annually report the “Upper Case Score” only from the PALS-PreK assessment. This score reflects the correct number of letters the individual child was able to identify. The PPVT ~ III requires the submission of the standard scores.

The scores for each domain should be provided to the person responsible for data entry as indicated by the local assessment policy. It is recommended that the conversion worksheet completed for each child be turned into the SAIS coordinator for inputting into SMS or SAIS On-line. *SAIS/SMS will accept only whole number for this transaction. Math calculations ending with a decimal point should be rounded up or down as appropriate.*

Ultimately, any culminating forms and conversion worksheets may be placed in the child’s cumulative folder for documentation purposes.

Step 6: Data Entry

There are three (3) early childhood transactions in the SAIS system that contributes information to the Early Childhood Assessment System:

(1) Membership:

Each child's name, SAIS ID and other demographic information is entered for each child. Students enrolled in Early Childhood Special Education must be entered into SAIS through the IEP Transaction.

(2) Early Childhood Participation:

Before assessment information can be entered, each child must be entered into the Early Childhood Preschool Program Participation Transaction. There are seven (7) program types listed. Please see Appendix D for Preschool Program Type descriptions. Included in the program participation transaction is other program specific information needed for the student. Please see the Appendix D for Early Childhood Program Participation Definitions.

Early Childhood Special Education is not listed as a program type in this transaction because children enrolled through the SAIS IEP Transaction have already been entered as participating in Early Childhood Special Education.

(3) Early Childhood Assessment:

Assessment data is entered into the SMS or SAIS Online through the Early Childhood Assessment Transaction. Each assessment is assigned a preschool assessment code and a number of test areas. As the scores from the summary or conversion worksheets are entered into the system, be sure the assessment code is correct and that scores for domains are listed in the correct order as shown in Appendix C. (Assessment Comparison Matrix).

Dates for entry will be determined by the district/charter assessment policy. However, the dates set should take into account the date the assessments are due to the state, dates that SAIS shuts down for monthly integrity checks (see your SAIS coordinator) and time needed for responsible parties to aggregate information onto the checklists and summary worksheets.

DUE DATES

Initial data entry	Completed after six weeks in program	Data entry deadline is December 31 of each fiscal year (Closure of SAIS)
Exit data entry	Completed at end of the program year or child's last day of attendance in program	Data entry deadline is June 30 th of each fiscal year (Closure of SAIS)

If you have problems with your SMS, please contact the vendor for the system. If you have problems with SAIS or SAIS Online, please contact the STaR Team at www.ade.az.gov/schoolfinance/star.

Step 7: Reviewing Reports

There are three Early Childhood Education reports within the SAIS system that will be useful to administrators and instructional staff. In addition, information submitted through the individual SMS or the SAIS On-line System will be utilized by the ADE Early Childhood Education staff to generate reports and documentation required for stakeholders. This information will also guide ADE staff in planning professional development opportunities.

- A. **SDEC71 ~ ECE Participation Report**
This information will reflect enrollment information and program specific requirements for each of the individual ECE grants and programs supported by ADE.

- B. **SDEC72 ~ ECE Assessment Report**
This report will reflect student specific assessment data for the students enrolled in program specific ECE programs within a district. This report will help districts ensure that data has been uploaded into SAIS and allow public education agencies to ensure accuracy of the information submitted.

- C. **SDEC73 ~ ECE Individual Student Assessment Report**
Once a student is enrolled in a district this report will house any previous assessment data that was entered on behalf of the student while they attended another ADE supported ECE program.

To learn the specifics for pulling and reviewing these reports, SAIS coordinators are encouraged to attend the *SAIS Essentials Training* offered through ADE in the fall of each year. The ADE STaR team should be contacted directly to address any technical difficulties.

Step 8: Utilizing the data

On-going Progress Monitoring

The intent of the on-going progress monitoring system in Arizona is to gather information about children in order to organize and interpret that data. Knowledge of a child's ability and developmental level will assist instructional staff and IEP

teams in planning appropriate curriculum, goals and effective instructional strategies. The informational knowledge generated from the on-going progress monitoring will drive the pedagogical decision making of the instructional staff. Classroom environments, lesson plans, whole/small group times, and materials should reflect developmentally appropriate ways in which the teachers are intentionally addressing the individual goals of the students. Not only will the monitoring of a child's development and learning guide planning and decision making in the classroom, it will allow for Early Childhood Advocates to report and communicate with others.

Standardized Assessments

Scores obtained from the PALS-PreK and the PPVT ~ III are used to meet program specific requirements at the state and federal level.

Citations

McAfee, O., Leong, D. J., & Bodrova, E. (2004). Basics of Assessment: A Primer for Early Childhood Educators. NAEYC: USA.

Appendix A ~ Resources

Resources

Child Observation Record (COR)
High/Scope Educational Research Foundation
600 N. River St., Ypsilanti, MI 48198
<http://www.highscope.org/Assessment/cor.htm>

Creative Curriculum Developmental Continuum Assessment System
Teaching Strategies, Inc.
5151 Wisconsin Avenue, NW Suite 300
Washington, D.C. 20016
(800) 637-3652
www.TeachingStrategies.com/Arizona or www.CreativeCurriculum.net

Galileo Plus
6700 East Speedway Blvd.
Tucson, Arizona 85710
800 367-4762, ext. 124
<http://www.ati-online.com>

The Work Sampling System
Pearson Early Learning, and imprint of Pearson Learning Group
145 S. Mt. Zion Rd., Lebanon, IN 46052
www.worksamplingonline.com
888-832-9378, ext. 3689

PALS PreK
University of Virginia Bookstore at the University of Virginia
PO Box 400820
Charlottesville, VA 22904
Fax: 434-924-3284
Email: textbook@virginia.edu
Phone: 434-243-8963 or 800-759-4667

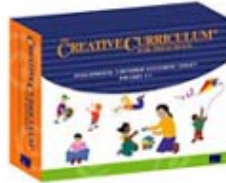
Peabody Picture Vocabulary Test
Pearson Assessments
P.O. 1416
Minneapolis, MN 55440
Phone: (800) 627-7271
Fax: (800) 632-9011
www.pearsonassessments.com

STaR Team
www.ade.az.gov/schoolfinance/star

ADE Early Childhood Education Unit
www.ade.az.gov/earlychildhood

Appendix B ~ Vendor Information

The Creative Curriculum Developmental Continuum Assessment System for Ages 3 through 5 and CreativeCurriculum.net



Teaching Strategies, Inc.
5151 Wisconsin Avenue, NW Suite 300
Washington, D.C. 20016
(800) 637-3652

www.TeachingStrategies.com/Arizona
www.CreativeCurriculum.net

The Creative Curriculum® Developmental Continuum Assessment Toolkit for Ages 3-5

The Toolkit is a **Complete Assessment System** directly correlated to the goals and objectives of The Creative Curriculum. The Toolkit features *The Creative Curriculum Developmental Continuum*--a valid and reliable assessment tool. The boxed set includes enough forms to record progress for a class of up to 25 children at three summary checkpoints each year.

Creative Curriculum.net

We know you need a powerful system to streamline your early childhood program's most important and time-consuming tasks: managing ongoing assessment; reporting on OSEP and state early learning standards; planning an inspired program; and engaging parents. CreativeCurriculum.net is the reliable online system that makes these tasks simple. If you choose the on-line version of the Creative Curriculum Developmental Continuum Assessment System, you will have the ability to automatically generate all of the forms included in our paper and pencil toolkits and compile the data required by the Department of Education. Once compiled, the data can easily be exported in a format that will be compatible with Arizona's SAIS. CreativeCurriculum.net also includes 7 group outcomes reports that can be generated in a report format that shows progress on the Arizona preschool standards.

Assessment Format Options

Developmental Continuum Assessment (paper & pencil) Toolkit for Ages 3-5

OR

On-line Subscription Child Portfolio

Training Content and Outcomes: Teachers will leave their session knowing how to use *The Creative Curriculum Developmental Continuum* following the developmental steps 3- to 5-year-olds take as they progress toward each curriculum objective. Administrators will work in small groups spending half their day navigating the administrative functions of the system and the other half reviewing the teacher's functions of CreativeCurriculum.net in a computer lab. **Web address for training information:** www.TeachingStrategies.com/Arizona



High/Scope Child Observation Record (COR)

High/Scope Educational Research Foundation

600 N. River St., Ypsilanti, MI 48198

<http://www.highscope.org/Assessment/cor.htm>

Lisa Wasacz 734-485-2000 ext 219 or lwasacz@highscope.org

Purpose – The Child Observation Record (COR) is an authentic, criterion-referenced assessment instrument that can be implemented in any developmentally appropriate early childhood setting that charts the growth and progress of children in your program. The COR is free of gender and cultural bias. High/Scope's Child Observation Record (COR) is based on six child development categories that represent broad domains of child development. For the Preschool COR these categories are *initiative, social relations, creative representation, movement and music, language and literacy, and mathematics and science*

Reports generated- High/Scope's Child Observation Record (COR) assessment package provides data for programs and teachers to use to monitor child and program growth and progress as well as providing a means of ongoing evaluation and documentation of individual child outcomes. Examples include: COR Child Summary, COR Tally Sheet, COR Family Reports, COR Outcomes

Ease of Use- the COR can be administered by adults who have consistent contact with the child and have been trained in using the COR instruments. The process of gathering data (making observations and writing objective anecdotal notes) for completing a COR assessment generally takes place over a period of weeks or months and requires no change in the children's daily routine. The observations are made while the children are engaged in play with adults and other children throughout their typical daily routine in their developmentally appropriate classroom.

Assessment Format Options

On-line subscription costs via secure website Highscope.net

OR

CD-ROM version of the COR

OR

Manual (paper and pencil) version of the COR

Teacher Training

The objectives for this two-day, hands-on workshop are to assist participants in writing objective, factual, and strength based anecdotes on children and coding and scoring those anecdotes into the Child Observation Record (COR).

Administrator Training Hours and – There are two recommended aspects for the administrative training.

One 3-hour training on the administrative capabilities and privileges on the selected technology application

One 3-hour training on data analysis

The objective for the administrative training is for administrators to become familiar with the administrative functionality of Highscope.net or the COR CD ROM. The objective for the data analysis training is to assist administrators in reading the reports and writing reports to show the growth and progress made throughout the year.



Pearson Early Learning, an imprint of Pearson Learning Group
145 S. Mt. Zion Rd., Lebanon, IN 46052
www.worksamplingonline.com
(888) 832-9378 ext. 3689

The Work Sampling System is a comprehensive framework for implementing observational assessment. It provides powerful tools to help you collect, analyze, and manage your assessment data in an easy-to-use online format.

Product Overview: The Work Sampling System's Guidelines and Checklists provide a structure to help teachers observe, document, analyze and report children's strengths, areas of achievement, and progress toward goals. Streamlining the assessment process, Work Sampling Online is an easy-to-use web based service that allows teachers to manage observations, complete checklists and report assessment data from any Internet-connected computer. Child Summary reports are available for sharing with families. Teachers and administrators can also generate child, school, program and district reports. Work Sampling aligns with the Early Childhood Outcomes and helps classroom teachers to target instruction.

For information about Work Sampling in Arizona: please call (888) 832-9378 ext. 3689, or visit www.pearsonearlylearning.com.

Assessment Format Options

Work Sampling Online license

OR

Paper and Pencil Materials

Teacher training and materials

Includes: either six hours of Work Sampling observational assessment or Work Sampling observational assessment and online training (Getting Started with WSS, Using Guidelines and Checklists, Documentation and Recording, Reporting Tools, and Interpreting and Using Assessment Data); WSS Guidelines Book, WSS Teacher's Manual, and WSS Arizona Training Guide.

Additional training information available at www.pearsonearlylearning.com, or by calling (888) 832-9378 ext. 3689.

Galileo Overview: Galileo Plus for children ages 3-5 is a fully integrated system for use in developmentally appropriate assessment, curriculum implementation, multi-level and multi-year real-time progress and outcome reporting, and family involvement. Galileo is the first system of its kind to fully integrate online and offline capabilities within one system at one cost. The easy-to-use assessment, curriculum, and reporting tools in Galileo make it possible for Arizona early childhood programs to implement ADE goals of using assessment to: 1) make sound decisions about teaching to promote children's development and learning; and 2) meet goals for children and improve programs and services by monitoring trends and evaluating effectiveness.

Multi-Method Assessment Approach: Aligned to the Arizona Early Learning Standards, the Galileo multi-method approach includes *ongoing observation in the natural context of children's learning, anecdotal narratives, representative samples of children's work, and family input*. Programs can use any combination of online and offline multi-methods to assess children's development. The Galileo 3-5 Scales include: Social and Emotional Development, Approaches to Learning, Language and Literacy, Early Math, Nature and Science, Physical Health Practices, Fine and Gross Motor Development, Creative Arts, and Early Learning Social Studies.

Real-Time Multi-Level, Multi-Year Reports. Online and offline information on children's learning can be easily entered and stored online to produce a variety of real-time progress/outcome reports and planning recommendations. Reports can be generated online both within and across preschool program years or directly printed from Galileo. Login access levels provide teachers, administrators, and parents with reports specific to their level of access. Reports at the child, group, class, multi-class, center and program levels include Development Profiles, Knowledge Area Proficiency Profiles, Development Milestones, Progress Reports, and Development Summaries, to name a few. Galileo also provides management reports including Data Source Reports, History Reports, Inactive/Active Children Reports, and Child Information Reports, to name a few.

An All Inclusive System: Galileo also comes with online Standards-Based *Curriculum* tools and an online *Parent Center* as part of the Annual Renewable User Fee. The curriculum contains tools for building weekly lessons, activities for interest areas, scheduling, curriculum mapping, and an online *Classroom Activity Library*. Galileo *Curriculum* can be used independently or integrated with curriculums currently in place. The secured *online Parent Center* contains a *Home Activity Library* for families, and provides a rapid and unique way for teachers to communicate up-to-date information about a child's learning and classroom experiences.

Training Option Costs: Please call ATI at 800-367-4762 for training specifics.

Teachers: Online training tutorials covering Galileo assessment, curriculum, planning, and reporting. Self-study online tutorials offered in 6-week sessions. Training materials downloadable at no additional cost.

Teachers and Administrators: Targeted Galileo Onsite training. One-day training in program/district provided computer labs. Training materials provided at no additional cost.

Administrators and Teachers: Galileo Online Mastery Course covering Electronic Management of Learning in detail. Self-study online course offered in 24-week sessions. College credit available. Training materials downloadable at no additional cost.

















6700 East Speedway Blvd
Tucson, Arizona, 85710
800-367-4762, Ext 124. <http://www.ati-online.com>

Appendix C ~ Conversion Directions & Forms

Scoring the Creative Curriculum

1. Gather Data (ex: anecdotal notes, portfolio pieces) regarding the students.
2. Using collected data aggregate the information and complete the *Individual Child Profile*.
3. Print out the Student Summary Worksheet from the ADE website at:
<http://www.ade.az.gov/earlchildhood/download/CreativeCurriculumDevelopmentalContinuum.pdf>
4. Enter the Child's Name
5. Enter date assessment aggregation was completed
6. Transfer information from checklist to the summary worksheet using the domains and indicators numbered on the Creative Curriculum Developmental Continuum.

Example for Social/Emotional Development ~ Sense of Self

1. F  I  II  III 
2. F  I  II  III 
3. F  I  II  III 
4. F  I  II  III 

How many F's? X 1 =
 +

How many l's? X 2 =
 +

How many II's? X 3 =
 +

How many Ill's? X 4 =

Sense of Self Total Score _____
(add last column)

7. For each of the 10 numbered boxes, total how many F's, I's, II's and III's there are and enter on the appropriate line.

Example for Social/Emotional Development ~ Sense of Self

1. F ☒ I ☐ II ☐ III ☐
2. F ☐ I ☒ II ☐ III ☐
3. F ☐ I ☒ II ☐ III ☐
4. F ☐ I ☐ II ☒ III ☐

How many F's? 1 X 1 =

+

How many I's? 2 X 2 =

+

How many II's? 1 X 3 =

+

How many III's? 0 X 4 =

Sense of Self Total Score
(add last column)

8. Multiply across.

Example for Social/Emotional Development ~ Sense of Self

1. F ☒ I ☐ II ☐ III ☐
2. F ☐ I ☒ II ☐ III ☐
3. F ☐ I ☒ II ☐ III ☐
4. F ☐ I ☐ II ☒ III ☐

How many F's? 1 X 1 = 1

+

How many I's? 2 X 2 = 4

+

How many II's? 1 X 3 = 3

+

How many III's? 0 X 4 = 0

Sense of Self Total Score
(add last column)

9. Add down.

Example for Social/Emotional Development ~ Sense of Self

1. F ☒ I ☐ II ☐ III ☐
2. F ☐ I ☒ II ☐ III ☐
3. F ☐ I ☒ II ☐ III ☐
4. F ☐ I ☐ II ☒ III ☐

How many F's? 1 X 1 = 1

+

How many I's?	<u>2</u>	X	2 =	<u>4</u>
				+
How many II's?	<u>1</u>	X	3 =	<u>3</u>
				+
How many III's?	<u>0</u>	X	4 =	<u>0</u>

Sense of Self Total Score				<u>7</u>
(add last column)				

10. Enter the total score for each domain into the SMS or SAIS Online.

ADE/ECE Assessment System
Creative Curriculum Developmental Continuum
Assessment Summary

Child's Name: _____

Date: _____

Social/Emotional Development

1. Sense of Self

1. F ☐ I ☐ II ☐ III ☐
 2. F ☐ I ☐ II ☐ III ☐
 3. F ☐ I ☐ II ☐ III ☐
 4. F ☐ I ☐ II ☐ III ☐

How many F's? ____ X 1 = ____

+

How many I's? ____ X 2 = ____

+

How many II's? ____ X 3 = ____

+

How many III's? ____ X 4 = ____

Sense of Self Total Score

 (add last column)

2. Responsibility for Self and Others

5. F ☐ I ☐ II ☐ III ☐
 6. F ☐ I ☐ II ☐ III ☐
 7. F ☐ I ☐ II ☐ III ☐
 8. F ☐ I ☐ II ☐ III ☐
 9. F ☐ I ☐ II ☐ III ☐

How many F's? ____ X 1 = ____

+

How many I's? ____ X 2 = ____

+

How many II's? ____ X 3 = ____

+

How many III's? ____ X 4 = ____

Responsibility for Self and
 Others Total Score

 (add last column)

3. Prosocial Behavior

10. F ☐ I ☐ II ☐ III ☐
 11. F ☐ I ☐ II ☐ III ☐
 12. F ☐ I ☐ II ☐ III ☐
 13. F ☐ I ☐ II ☐ III ☐

How many F's? ____ X 1 = ____

+

How many I's? ____ X 2 = ____

+

How many II's? ____ X 3 = ____

+

How many III's? ____ X 4 = ____

Prosocial Behavior

Total Score ____
 (add last column)

Physical Development

4. Gross Motor

14. F ☐ I ☐ II ☐ III ☐
 15. F ☐ I ☐ II ☐ III ☐
 16. F ☐ I ☐ II ☐ III ☐
 17. F ☐ I ☐ II ☐ III ☐
 18. F ☐ I ☐ II ☐ III ☐

How many F's? ____ X 1 = ____

+

How many I's? ____ X 2 = ____

+

How many II's? ____ X 3 = ____

+

How many III's? ____ X 4 = ____

Gross Motor Total Score ____
 (add last column)

5. Fine Motor19. F ☐ I ☐ II ☐ III ☐20. F ☐ I ☐ II ☐ III ☐21. F ☐ I ☐ II ☐ III ☐How many F's? ___ X 1 = ___
+How many I's? ___ X 2 = ___
+How many II's? ___ X 3 = ___
+How many III's? ___ X 4 = ___
-----Fine Motor Total Score _____
(add last column)**COGNITIVE DEVELOPMENT****6. Learning and Problem Solving**22. F ☐ I ☐ II ☐ III ☐23. F ☐ I ☐ II ☐ III ☐24. F ☐ I ☐ II ☐ III ☐25. F ☐ I ☐ II ☐ III ☐26. F ☐ I ☐ II ☐ III ☐How many F's? ___ X 1 = ___
+How many I's? ___ X 2 = ___
+How many II's? ___ X 3 = ___
+How many III's? ___ X 4 = ___
-----Learning and Problem
Solving Total Score _____
(add last column)**7. Logical Thinking**27. F ☐ I ☐ II ☐ III ☐28. F ☐ I ☐ II ☐ III ☐29. F ☐ I ☐ II ☐ III ☐30. F ☐ I ☐ II ☐ III ☐31. F ☐ I ☐ II ☐ III ☐32. F ☐ I ☐ II ☐ III ☐33. F ☐ I ☐ II ☐ III ☐34. F ☐ I ☐ II ☐ III ☐How many F's? ___ X 1 = ___
+How many I's? ___ X 2 = ___
+How many II's? ___ X 3 = ___
+How many III's? ___ X 4 = ___
-----Logical Thinking
Total Score _____
(add last column)**8. Representation and Symbolic Thinking**35. F ☐ I ☐ II ☐ III ☐36. F ☐ I ☐ II ☐ III ☐37. F ☐ I ☐ II ☐ III ☐How many F's? ___ X 1 = ___
+How many I's? ___ X 2 = ___
+How many II's? ___ X 3 = ___
+How many III's? ___ X 4 = ___
-----Representation and Symbolic
Thinking Total Score _____
(add last column)

LANGUAGE DEVELOPMENT**9. Listening and Speaking**

38. F ☐ I ☐ II ☐ III ☐
39. F ☐ I ☐ II ☐ III ☐
40. F ☐ I ☐ II ☐ III ☐
41. F ☐ I ☐ II ☐ III ☐
42. F ☐ I ☐ II ☐ III ☐
43. F ☐ I ☐ II ☐ III ☐

How many F's? ___ X 1 = ___

+

How many I's? ___ X 2 = ___

+

How many II's? ___ X 3 = ___

+

How many III's? ___ X 4 = ___

Listening and Speaking
Total Score
(add last column) _____

10. Reading and Writing

44. F ☐ I ☐ II ☐ III ☐
45. F ☐ I ☐ II ☐ III ☐
46. F ☐ I ☐ II ☐ III ☐
47. F ☐ I ☐ II ☐ III ☐
48. F ☐ I ☐ II ☐ III ☐
49. F ☐ I ☐ II ☐ III ☐
50. F ☐ I ☐ II ☐ III ☐

How many F's? ___ X 1 = ___

+

How many I's? ___ X 2 = ___

+

How many II's? ___ X 3 = ___

+

How many III's? ___ X 4 = ___

Reading and Writing
Total Score

(add last column)

The Creative Curriculum © Developmental Continuum is published by Teaching Strategies, Inc.

Scoring the Child Observation Record (COR)

1. Gather data (ex: anecdotal notes, portfolio pieces) regarding the students
2. Using collected data aggregate the information and complete the *Information and Developmental Summary*.
3. Record the highest level number assigned to the anecdotes related to each COR item in the Child Developmental Summary.
4. Calculate the child's average of development for each COR category by adding the levels and dividing by the number of items completed.
5. Enter the averaged score for each domain into the SMS or SAIS Online.

Scoring the Galileo Plus

1. Gather data (ex: anecdotal notes, portfolio pieces) regarding the students.
2. Using collected data complete the Preschool Galileo Assessment Scale.
3. Using the Individual Child Observation Form put the DL score for each domain into the SMS or SAIS Online.

Scoring the Work Sampling System

1. Gather evidence (ex: anecdotal notes, portfolio pieces) regarding the students.
2. Using the collected evidence aggregate the information and complete the *Child Information and Developmental Summary*.
3. Print out the Student Summary Worksheet from the ADE website at

<http://www.ade.az.gov/earlychildhood/downloads/WSSAssessmentSummaryWorksheet.pdf>

4. Enter the Child's Name
5. Enter date assessment aggregation was completed
6. For each domain listed on the checklist total the number of Not Yet's, In Process, and Proficient and transfer information from the checklist to the summary worksheet using the domains numbered on the Work Sampling System.

Example for Personal and Social Development

1. Personal and Social Development			
How many Not Yet?	<u>1</u>	X 1 =	<u> </u>
			+
How many In Process?	<u>9</u>	X 2 =	<u> </u>
			+
How many Proficient?	<u>3</u>	X 3 =	<u> </u>

Self Concept Total Score			
<u> </u>	(add last column)		

7. Multiply across.

Example for Personal and Social Development

1. Personal and Social Development			
How many Not Yet?	<u>1</u>	X 1 =	<u>1</u>
			+
How many In Process?	<u>9</u>	X 2 =	<u>18</u>
			+
How many Proficient?	<u>3</u>	X 3 =	<u>9</u>

Self Concept Total Score _____ (add last column)

8. Add down.

Example for Personal and Social Development

1. Personal and Social Development			
How many Not Yet?	<u>1</u>	X 1 =	<u>1</u>
			+
How many In Process?	<u>9</u>	X 2 =	<u>18</u>
			+
How many Proficient?	<u>3</u>	X 3 =	<u>9</u>

Self Concept Total Score			<u>28</u>
(add last column)			

8. Enter the total score is the number to be entered onto your student management system or SAIS Online.

**ADE/ECE Assessment System
The Work Sampling System
Assessment Summary**

Child's Name: _____

Date: _____

1. Personal and Social Development

How many Not Yet? _____ X 1 = _____
+

How many In Process? _____ X 2 = _____
+

How many Proficient? _____ X 3 = _____

Self Concept Total Score

_____ (add last column)

2. Language and Literacy

How many Not Yet? _____ X 1 = _____
+

How many In Process? _____ X 2 = _____
+

How many Proficient? _____ X 3 = _____

Language & Literacy Total Score
(add last column)

3. Mathematical Thinking

How many Not Yet? _____ X 1 = _____
+

How many In Process? _____ X 2 = _____
+

How many Proficient? _____ X 3 = _____

Mathematical Thinking Total Score

_____ (add last column)

4. Scientific Thinking

How many Not Yet? _____ X 1 = _____
+

How many In Process? _____ X 2 = _____
+

How many Proficient? _____ X 3 = _____

Scientific Thinking Total Score
(add last column)

5. Social Studies

How many Not Yet? _____ X 1 = _____
+

How many In Process? _____ X 2 = _____
+

6. The Arts

How many Not Yet? _____ X 1 = _____
+

How many In Process? _____ X 2 = _____
+

How many Proficient?	_____	X 3 =	+	
_____				-----

Social Studies Total Score				

(add last column)				

How many Proficient?	_____	X 3 =	_____

The Arts Total Score			_____
(add last column)			

The Work Sampling System© is published by REBUS INC, a Pearson Education, Inc. company.

7. Physical Development and Health

How many Not Yet?	_____	X 1 =	

How many In Process?	_____	X 2 =	+

How many Proficient?	_____	X 3 =	+
_____			-----

Physical Development Total Score			

(add last column)			

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Appendix D ~ SAIS Codes

Preschool Program Type

Code in Transaction	Short Description	Description
1	Early Childhood Block Grant	Child enrolled in Early Childhood Block Grant preschool program and has met eligibility guidelines.
2	State Family Literacy	State Family Literacy eligible child and family enrolled in a state funded Family Literacy program. Child receives services in a preschool setting in conjunction with family members receiving adult education.
3	Title I Even Start	Even Start eligible child and family enrolled in a federally funded Even Start program. Child receives services in a preschool setting in conjunction with family member(s) receiving adult education.
4	Migrant Education Even Start	Migrant eligible child and family enrolled in a family literacy program. Child receives services in a preschool setting in conjunction with family members receiving adult education.
5	Title I Preschool*	Child enrolled in a Title I targeted program or Title I school. Different from Title I Even Start.
6	Tuition-based Preschool or Early Childhood Program*	Child enrolled in district administered program. Tuition or fee is paid by parent or family.
7	Other Preschool or Early Childhood Program*	Child is enrolled in other program that does not meet preschool or early childhood programs previously described.

*New for program year 07-08.

Early Childhood Program Participation Definitions

Field Name	Abbreviated Name	Description/Definition
Entity ID	ENTITYID	School identifier; CTDS code, where student is participating in the Preschool program
School Student ID	SCHLSTUID	School-generated student identifier
Student ID	STUDENTID	ADE-generated student identifier (SAIS ID)
Track Number	TRACK	For schools or districts with multiple tracks, identifies the track to which this membership applies. (If school does not have its own calendar, it will use the district's calendar.)
First Name on Legal Document	FIRSTNM	Student first name as it appears on the legal document provided for registration
Middle Name on Legal Document	MIDDLENM	Student middle name as it appears on the legal document provided for registration
Last Name on Legal Document	LASTNM	Student last name as it appears on the legal document provided for registration
Preschool Program Type	PSPROGTYPE	Program in which student is participating (see program type)
Program Entry Date	PGMENTRYDATE	The date the student entered the program
Program Exit Date	PGMEXITDATE	The date the student exited the program
Program Partner ID	PROGPARTID	School identifier; CTDS code, of district, charter, or other agency reporting data on Entity's behalf, OR with which the Entity has a relationship
Family Income Indicator	FMLYINCIND	Used for students enrolled in the Title I Even Start or State Family Literacy Program to who whether the family is at or below the poverty level.
Living in Household Indicator	LIVHSHLDIND	Used for students enrolled in the Early Childhood Block Grant Program to determine parental employment status
Mother Employment Status	NEWSPECENREND	Used in conjunction with Living in Household Indicator if living with Mother or Both.
Father Employment	OLDTUITPAYRCD	Used in Conjunction with Living in Household Indicator if living with Father

Status		or Both.
Adult Education ID*	ADULTEDID	ADE-generated Adult Education identifier. Used in conjunction with Preschool Program types State Family Literacy and Title I Even Start only.
Field Name	Abbreviated Name	Description/Definition
Exempt from PPVT III or PALS-PreK*		Used for students enrolled in the Early Childhood State Family Literacy or Title I Even Start programs who are exempt from taking the PPVT III or PALS-PreK assessment(s).

*New for program year 07-08.

**Arizona Department of Education
Early Childhood Education
Assessment System**

**Assessment Comparison Matrix
December 2006**

Assessment	Domain/Test Area 1	Domain/Test Area 2	Domain/Test Area 3	Domain/Test Area 4	Domain/Test Area 5	Domain/Test Area 6	Domain/Test Area 7	Domain/Test Area 8	Domain/Test Area 9	Domain/Test Area 10
COR 6	Initiative	Social Relations	Creative Representation	Movement and Music	Language and Literacy	Science and Mathematics				
CC 10	Sense of Self	Responsibility for Self and Others	Prosocial Behavior (and use of approp. Beh.)	Gross Motor	Fine Motor	Learning and Problem Solving	Logical Thinking	Representation and Symbolic Thinking	Listening and Speaking	Reading and Writing
Galileo 9	Social Emotional Development (And Use of approp. Beh.)	Approaches to Learning	Language and Literacy	Early Math	Nature and Science	Social Studies	Fine and Gross Motor,	Physical Health Practices	Creative Arts	
WSS 7	Personal and Social Development (And Use of Approp. Beh.)	Language and Literacy	Mathematical Thinking	Scientific Thinking	Social Studies	The Arts	Physical Development & Health			

Appendix E ~ Obtaining CTDS numbers

ADDING OR CHANGING DISTRICT/SITE DATA IN THE ENTERPRISE SYSTEM

Do not use this form for Charter School Input

Select only one of the 'check boxes' for the option wanted.

- ☐ New Active District
- ☐ Changing Data for District
- ☐ Make District Inactive
- ☐ Terminating District

- ☐ New Active Site
- ☐ Changing Data for Site
- ☐ Make Site Inactive
- ☐ Terminating Site
- ☐ Reactivate Site

For ESS only: ☐ Private Site – Day School ☐ Private Site – Residential

Date: _____

Other: _____

CTDS #: (nine digit number) – County ____ Type* ____ District ____ School ____

* See following pages (2 digits) (2 digits) (2 digits) (3 digits)

If adding a JTED satellite site (Type 08), what CTDS number will be submitting data for site?

**CTDS #: (nine digit number) _____ and
what is the CTDS # of the District the satellite school belongs to? CTDS #: _____**

DISTRICT NAME: _____

SITE NAME: _____

MAILING ADDRESS: _____

CITY: _____ STATE: _____ ZIP CODE: _____

PHYSICAL ADDRESS: _____

CITY: _____ STATE: _____ ZIP CODE: _____

PHONE: _____ FAX: _____

GRADE RANGE: _____

CONTACT: _____

PERSON'S NAME: _____

PERSON'S TITLE: _____

PHONE: _____ FAX: _____

INTERNET E-MAIL ADDRESS: _____

AUTHORIZING SIGNATURE: _____

(Superintendent or District Business Manager only)

Fax to: David Schuricht at (602) 542-3099 - For questions, please call (602) 542-8243

Request Additions / Deletions to list for reporting students attending third party providers or Headstarts

Use this form to request changes to the list of third party providers and Headstarts displayed through the **SAIS Online** application or to upload data through **SDDI**.

Please Select reporting method: ☐ SDDI
☒ SAIS Online

District/Charter Holder Name _____

CTDS # _____

First Name _____

Last Name _____

Position/Title _____

Phone Number _____

Email Address _____

Please Enter CTDS and Site Name and Indicate Add or Remove

CTDS #	Site Name	<input type="radio"/> Add	<input type="radio"/> Remove
_____	_____	<input type="radio"/> Add	<input type="radio"/> Remove
_____	_____	<input type="radio"/> Add	<input type="radio"/> Remove
_____	_____	<input type="radio"/> Add	<input type="radio"/> Remove
_____	_____	<input type="radio"/> Add	<input type="radio"/> Remove
_____	_____	<input type="radio"/> Add	<input type="radio"/> Remove

Frequently Asked Questions

FAQ's

Q:

Some of our children with special education needs attend a Head Start for their services. Do we have to assess all of the children in the Head Start and our children with special needs?

A:

When placing children in the Head Start program, you need to assess only those children with an IEP that your district has placed there. The district is responsible for ensuring assessment data is received for this child. It is important to determine responsibilities to ensure the assessment is completed and submitted to ADE. You may consider outlining responsibilities in a Memo of Understanding (MOU).

Q:

Head Start already assesses all of the children in their classrooms including children with special needs. Do we need to reassess the children for which we need the information?

A:

If Head Start is using one of the four chosen assessment tools for the state, you do not need to reassess. However, you do need to make sure there is a letter from the parent giving you permission to share information between the two programs. You will need to determine which agency will submit this data to ADE.

Q:

We place some of the children in ECBG and children with special needs in a local childcare. Do we have to assess all of the children in those classrooms?

A:

You need to assess only the children you have placed there under ECBG or those with an IEP.

Q:

The vendors have suggested using the online form of their tools. Do we need to have the online system?

A:

No. For the information ADE needs, you can use the pencil and paper versions as well.

Q:

Who is responsible for collecting assessment data for children receiving itinerant services?

A:

The ultimate responsibility lies with the school district. The itinerant service provider should collect the data with the help of parents and input from any other care givers the child may come in contact with.

Q:

I have a student with severe autism. How can they be assessed?

A:

No child was exempt from OSEP requirements. Instructional staff will still utilize the chosen assessment tool and give the student the score that best describes their stage of development. It is recognized that students with more severe needs may demonstrate incremental growth that is not captured by the rating scales used by the assessment tools.

Q:

Do I file the OSEP report?

A:

No. Data submitted through SAIS is used for the statewide OSEP report and is submitted by ADE.

Q:

Can we use Dibels?

A:

No. Only one of the state approved assessments can be used. It is important to remember that this collection is meant for children ages three to five only.

Q:

How can I assure that my data has been uploaded?

A:

There is a report you can download from SAIS, SDEC72.

Q:

The assessment tool recommends that we aggregate data three times a year. Do we submit to ADE 3 times a year?

A:

No, however best practices recommend that teachers take time to look at evidence frequently for purposes of planning and meeting individual needs.

Districts will submit baseline data for a student after six weeks in a program and exit data on last day of enrollment or participation in a program.